

The Reading Assessment

The NAEP reading assessment measures students’ ability to understand, to interpret, and to think critically about different types of texts. Recognizing that readers vary their approach according to the demands of different types of text, the NAEP framework specifies the assessment of reading in two distinct types of text—literary and informational text. The assessment includes reading materials selected from publications and other resources typically available to students in and out of school.

The framework for the 2009 NAEP Reading Assessment replaces a framework that was first developed for the 1992 assessment. The 2009 framework honors many aspects of the previous framework but also introduces some changes that can lead to better measurement and more precise reporting of assessment results. Changes featured in the 2009 NAEP Reading Framework include

- an assessment design based on current scientific reading research,
- consistency with the No Child Left Behind legislation,
- use of international reading assessments to inform the NAEP framework,
- a more focused measurement of vocabulary,
- measurements of reading behaviors (cognitive targets) in a more objective manner,
- distinction of cognitive targets relevant to literary and informational text, and
- testing of poetry at grade 4.

The NAEP reading assessment contains multiple-choice questions, as well as short and extended constructed-response questions. Students spend approximately 50 to 60 percent of their assessment time providing written answers to constructed-response questions. For more information regarding the reading assessment framework, please visit <http://www.nagb.org>.

NAEP Reading Framework
Distribution of Question Pool Across Contexts

	Grade 4
Literary text	50%
Informational text	50%

Reading Booklet Directions

In each of the next two sections, you will have 25 minutes to read one or two passages and to answer questions about what you have read.

You will be asked to respond to two types of questions. The first type of question requires you to choose the best answer and fill in the oval for that answer in your booklet. Some questions of this type will ask you about the meaning of a word as it is used in the passage.

The other type of question requires you to write your answer on the blank lines in your booklet. Some questions of this type will ask you to write a short answer and some questions will ask you to write a longer answer.

Here is an example of a question that requires you to write a short answer.

Do you think “Summer Adventure” was a good title for the story? Explain why or why not using details from the story.

I think "Summer Adventure" was a good title for the story because the main character, Joe, got to go on a trip to Alaska where he saw Mt. McKinley.

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Here is an example of a question that requires you to write a longer, more detailed answer.

Joe has different feelings during his trip in Alaska. Describe two different feelings Joe had and explain what caused him to have those feelings.

Joe was lonely when he first arrived in Alaska because he was missing his friends back home, but then he met Jerry and Pat and felt better.

When Jerry's parents took them all to Portage Lake, Joe felt excited because they went on a boat ride across a lake filled with icebergs to see the blue glacier.

Think carefully about each question. When you are writing your response, make your answer as complete as possible. Be sure your handwriting is clear. Use as many lines as you need.

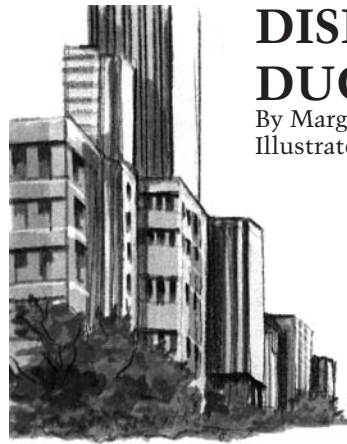
You may go back to the passage when answering the questions.

If you finish before time is called, read over your work to be sure you have provided your best answer.



Sample Reading Questions

Grade 4



DISHPAN DUCKS

By Margaret Springer
Illustrated by Don Dyen



Rosa walked home from school slowly. The rows of apartment buildings and the streets full of cars looked all the same. And it was cold.

Rosa missed her country. She had begun to learn some English, but she did not know what to say or what to do when other kids were around. They were friendly, but Rosa felt safer being alone.

Behind Rosa's brick apartment building was a special place, a small creek where Rosa always stopped after school. There were ducks there, and she could speak to them in her language. The ducks seemed to understand.

Every afternoon Rosa sat on a concrete slab above the creek and watched the ducks until Mama came home from work.

Rosa did not feed them. She knew that most "people food" was not right for ducks. But she watched them swim and feed and walk up to her, quacking. Once

they even walked over Rosa's tummy as she lay with her feet stretched out on the bumpy grass. They like me, Rosa said to herself.

One day after school, the ducks were not in the water. They did not waddle toward Rosa, even though she stayed very still. Something was wrong.

Gently, Rosa tiptoed to where the ducks were huddled. "Are you sick?" she whispered. They looked different. They looked greasy.

Then Rosa noticed the creek. An oily film covered it, making patches of color on the water's surface. She looked closely at the ducks. Their feathers were stuck together. They could not swim. They could not fly.

I must get help, said Rosa to herself. But how? I don't know anyone. Mama told me not to speak to strangers. Besides, I don't know how to ask in English.

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Rosa had an idea. She rushed back to the street, walked to the traffic light, then raced around the corner and back to the school yard.

Rosa was in luck. Boys and girls were still there, practicing baseball with the gym teacher. Rosa had never played baseball in this country.

“Please! Come!” said Rosa, breathless, “Ducks!”

“Hello, Rosa,” said the teacher. “What’s the trouble?”

“Ducks!” said Rosa again. It was one of the few English words she was sure of. “Come. Please. Ducks!”

She pointed in the direction of the creek. The kids were staring at her, but she didn’t care. “Ducks!” she said again, her eyes pleading.

The teacher said something in English to his team. They looked at Rosa and talked all at once. Then the teacher smiled. “OK, Rosa,” he said. “Show us.” They all grabbed their jackets and their baseball mitts and bats, and followed Rosa to the creek.

Pretty soon there were more people at Rosa’s creek than she had ever seen there before. First the police came with their squad cars and sirens. Then came the firefighters with their big trucks and Humane Society workers in their vans.

People came out from the apartment building with dishpans and towels and liquid dish detergent. Rosa did not understand all the talk, but she knew what was happening.

The ducks were too weak to fly or run away. She and the other kids rounded them up and held them in the dishpans while the Humane Society people worked. Four washes for each duck with mild detergent, and four rinses with clear water. It reminded Rosa of doing the wash.

After a while someone brought a blow-dryer. Rosa laughed as the ducks were blown fluffy-dry. One by one, they were packed carefully into cages in the Humane Society vans.

“We’ll keep them for a few days,” one of the workers said. “They need time to regain the natural oils in their feathers, so they can keep themselves warm and swim properly. A big factory upstream spilled four hundred gallons of diesel fuel into the storm sewers last night. What a mess! You got to these ducks just in time, young lady.”

Rosa did not know what the man was saying, but she saw how everyone smiled at her, and she felt proud.

By the time Rosa’s mama came home, the cars and the vans and the people were gone. Rosa was in her special place by the creek. But she was not alone. She was playing baseball with three friends. Rosa was good at baseball. She was getting better at English, too.

“Home run!” she shouted, laughing, after she slugged the ball almost to the parking lot. Rosa was happy. And the dishpan ducks were safe.

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VB437270

1. Which of the following lessons is most important to the story?

- ☒ A People need to work together in an emergency.
- ☐ B Oil spills need to be cleaned up by experts.
- ☐ C Animals and people need to take baths.
- ☐ D Children need to play baseball to make friends.

VB436816

2. Explain why Rosa visits the ducks at the beginning of the story. Use details from the story in your answer.

VB436818

3. Why does Rosa return to the school yard?

- ☐ A She has forgotten her homework assignment.
- ☐ B She wants to play baseball with her friends.
- ☒ C She needs to get help for the ducks.
- ☐ D She wants to show her teacher a duck.



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VB437265

4. When Rosa tiptoes to the ducks and whispers to them, it shows that she

- ☒ thinks that something might be wrong
- ☐ likes to walk and speak quietly
- ☐ does not want to wake up the ducks
- ☐ wants to tell the ducks a story

VB436819

5. Why is the gym teacher important in the story? Use examples of what he says or does in your answer.

VB436817

6. What does the word “pleading” mean, as it is used in the sentence below?

“Ducks,” she said again, her eyes pleading.

- ☐ Yelling
- ☒ Begging
- ☐ Looking
- ☐ Blinking

